



# Decision Making

## Teaching Rubric

Rubrics for teacher assessment for Decision Making (Grades 9-12)

**Decision making is the process of generating and applying criteria to select from among seemingly equal alternatives.**

A. *I identify a decision to be made.*

Rubric not appropriate.

B. *Identifies alternatives to be considered.*

4. Identifies alternatives that are seemingly equal and that reflect an in-depth understanding of the obvious, as well as the less obvious, alternatives relevant to the situation.
3. Identifies alternatives that are seemingly equal and that reflect a basic understanding of the alternatives relevant to the situation.
2. Identifies alternatives that are not all seemingly equal or that reflect confusion or limited understanding of the situation.
1. Identifies alternatives that are not equal or that reflect significant confusion or a lack of understanding of the situation.

C. *Identifies the criteria for assessing the alternatives.*

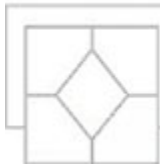
4. Identifies the important criteria that should be considered as well as criteria that are less obvious. These criteria reflect a thorough understanding of the situation.
3. Identifies the important criteria that should be considered. These criteria reflect a basic understanding of the situation.
2. Identifies only some important criteria and/or criteria that reflect some confusion or a limited understanding of the situation.
1. Identifies criteria that reflect significant confusion or a lack of understanding of the situation.

D. *Assigns each criterion an important score.*

4. Assigns each criterion an important score in a way that reflects careful consideration of the relevancy of the criterion.
3. Assigns each criterion an important score in a way that reflects consideration of the relevancy of the criterion.
2. Assigns each criterion an important score in a way that reflects consideration of the relevancy of some criteria but a lack of consideration of the relevancy of others.
1. Assigns each criterion an important score in a way that reflects a lack of consideration of the relevancy of the criterion.

E. *Determines the extent to which each alternative possesses each criterion and justify it.*

4. Determines the extent to which each alternative possesses each criterion and justify this with information or knowledge at an unusual level of depth.
3. Determines the extent to which each alternative possesses each criterion and justify this with appropriate information or knowledge.
2. Determines the extent to which some of the alternatives possess each criterion or the extent to which all of the alternatives possess some of the criteria.
1. Inaccurately determines the extent to which each alternative possesses each criterion.



## Decision Making

- F. *Multiplies the criterion scores by the alternative scores to determine which alternative has the highest total points.*

Rubric not appropriate.

- G. *Evaluates whether important scores or criteria should be changed or dropped.*

4. Thoroughly evaluates whether important scores or criteria should be changed or dropped in a way that reflects an in-depth understanding of the subject.
3. Evaluates whether important scores or criteria should be changed or dropped in a way that reflects understanding of the subject.
2. Evaluates whether important scores or criteria should be changed or dropped in a way that reflects an incomplete or inaccurate understanding of the subject.
1. Has difficulty evaluating whether important scores or criteria should be changed or dropped.

Adapted from McREL Institute